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## OBJECTS, METHODS AND WORK OF EDUCATION.

BY S. S. RANDALL, L.L.D., LATE SUPERINTENDENT OF PUBLIC SCHOOLS OF NEW YORK.  
NO. VIII.

I have intentionally refrained from any consideration in this connection of the question of what is generally termed *School discipline*; preferring to regard it as embraced in the general principles already laid down. The object, end and aim of all true education being comprehensively, the development, culture and direction of all the faculties of our common nature, and the formation of character, all its methods, including those of school discipline, the preservation of order, the duty of obedience, and the repression of vicious habits or improper conduct, must have direct reference to these paramount objects. If otherwise—if they appeal directly or indirectly to the lower and baser elements of the child's nature; if they are purely arbitrary, vindictive, tyrannical, harsh or repulsive—disproportionate to, or unconnected with the offense—or having reference only to the past with no regard to their probable influence on the future development of character or conduct, they are alike unwise, injudicious, and condemnable—at variance with every sound principle of education—and productive of results present and prospective, unfavorable to say the least, to intellectual, moral or social excellence in the future. Not only is the galling sense of injustice and arbitrary authority, stimulated into activity, but the worst passions of the heart—hatred, malice, revenge, brooding vindictiveness, awakened; neutralizing by their morbid influence all subsequent efforts on the teacher's part in the right direction. In the absence of all counteracting tendencies, the sense of justice, of strict and impartial equity, of fairness, honesty and uprightness, is implanted in the heart of every child—admitting of the most extensive culture and development. Instead of checking and violating it by injustice, passion, self-will and vindictiveness, it should be perpetually strengthened, confirmed, expanded and cherished; and the teacher who can most effectually accomplish these great ends, is, other things being equal, the best and worthiest.

Normal Instruction for the special education and preparation of teachers, has vindicated for itself a high place in an advanced course of studies, by its clearly marked success in the elevation of the teachers' standard throughout this country and Europe. Its introduction, more than forty years since into Massachusetts through the influence and exertions of HORACE MANN, CYRUS PEIRCE, WILLIAM A. ALCOTT, GEORGE B. EMERSON and their associates, was attended by the most favorable results throughout that Commonwealth; and its engraftment a few years subsequently on our own State Common School System, by the energetic and enthusiastic labors of CALVIN T. HULBURD, ALONZO POTTER, SAMUEL YOUNG and FRANCIS DWIGHT, was followed under the auspices of Principal PAGE and Professors PERKINS, EATON, BOWEN, PHELPS, CLARK, and SUMNER WEBB, by the most decided and strongly marked success. Similar institutions have multiplied themselves throughout the State and pervaded the great West. Their graduates come forth by hundreds year by year, completely furnished with scientific and practical knowledge, and imbued with the fundamental principles of the teacher's profession, ready to proffer their services and experience wherever required. In our own city, a Female Normal College has been organized and established under the direction of the Board of Education, of 1870-1, through the persevering exertions of Commissioners WOOD, BELL, SANDS, LEWIS, LARREMORE and BRENNAN, Superintendent KIDDLE and others; and its accomplished and competent President, THOMAS HUNTER, himself a life-long and successful teacher, sustained and supported by a numerous corps of Professors and female Tutors, has already graduated several hundred, and educated and trained more than one thousand graduates of the several Female Gram-

mar Schools and Departments of the City. An experimental department and model school, attached to and forming part of the College, has also been put in successful operation under the Principalship and constant intelligent supervision of Miss MARTHA A. DOAK, one of the ablest and most experienced of the teachers of the Primary Departments of the public schools.

Whether all, or even a considerable portion of the graduates of these institutions are drafted into the "Noble army" of teachers of the elementary or more advanced branches of instruction, the benefits they will have received from the extended scientific and practical course of intellectual training and culture, will be inestimable both to themselves and to the community of which they may become the future members. The loss of their services, influence, and knowledge, will be that of the schools and their pupils. But the facts of their existence, credentials of character, capabilities and accessibility, will tend effectually to preclude the employment of incapable, superficial, and immoral teachers, selected, as in too many instances they heretofore have been, at random among the class of penniless and worthless adventurers.

Within the last few years, a perceptible advancement has been made in the courses of instruction, methods, discipline and culture of the numerous academies, academic institutions, high schools, and other private and incorporated seminaries of higher instruction, diffused throughout our land. Even the colleges, collegiate institutions, and universities have participated to no inconsiderable extent in this onward and upward movement. A spirit of progress pervades the intellectual air—a spirit not confined to our own country, but extending its influence over the Eastern Continent, and especially felt throughout Great Britain and the Germanic Empire. The debasing scepticism, gross infidelity, and frivolous socialism of France no longer overshadows, with its baleful wings, the social, moral, and religious elements of trans-atlantic civilization; and the poisoned weapons of scornful, heartless, soulless wit, badinage, and unadulterated shameless Atheism have been supplanted by the legitimate conflict of mind with mind in the equal and impartial arena of free discussion. Here on this field, let us rest assured that "TRUTH IS MIGHTY AND SHALL PREVAIL," "while error wounded lies in pain and dies among her worshippers."

## FAVORITISM BY TEACHERS.

EVERY teacher will be surprised if he turns the subject over to find out how much mental pain can be unconsciously inflicted by favoritism and how much might be felt where least shown or expected among the poorer class of children.

The causes of favoritism are:

1. Personal attraction. Who is there that does not lean toward a polite, clean, graceful and well-dressed child, in preference to an ugly, coarse, shy, awkward one. It is human nature. When we take into consideration the natural endowments of the sons of wealth, by hereditary right, and the culture which wealth can give or both combined, it takes a strong will and a high sense of justice to set aside the naturally lovely, and toil to bring out traits seldom roused and fostered unless under the teacher's guidance. But as Gough says "It is one of the things that pay."

2. Policy. In this starving world one of the dearest lessons learned—from boot-black to minister is policy. I can see plainly enough how it would be politic for teachers to favor certain boys. How can they help it? Are not our public offices of trust obtained and held by blarney and toadyism? If the teacher favors the son of an alderman trustee, or commissioner, a glowing account goes home to the parent, the teacher's stock is raised, and influence—that powerful lever that raises and lowers positions—is gained through that medium. To be sure it is politic. It is coin in their pocket, and hush money to their conscience. The effects of favoritism are—first, to weaken, morally, the

character of the favorite, for as the favored at school are most always the ones petted at home, they do not need special attention. They much rather need good, rough tumbling, with coarser material than themselves, so as to prepare them for rough knocks in the future.

Second, It certainly retards their progress, for their lessons are excused or winked at when badly learned, and when promotion time comes they are unfit for advancement, but must be pushed or "put through," as Rob says, simply because they are the sons of celebrities. Thus an injustice is done to the child by placing him higher than he is able to go, and much trouble given to his future instructors. Then what can be expected of men treated in that style when they are boys? They have slipped through school life, will they slip through the twenty or thirty years of sterner life left them? Will they be petted by business men and fondled by the rough world? No, they will suddenly awake to the fact that a gross injustice has been done them, and it would be infinitely better had each caress been a slight; and nothing but great firmness will ever repair the mischief.

Third, what is the effect on the neglected pupils? Mostly poor, ill-used at home, receiving little or no care after they are launched in this world, brought up in the streets. Each caress makes them jealous. Each well-dressed boy makes them envious. And many a tender heart has been touched to the quick by a rough word or unjust complaint.

The cure is of course, impartiality. Do as you would be done by. Put yourself in the child's place. Could you as a man, endure the neglect, scorn and slurs you know children have to submit to? What a revolution there would be if partiality were shown to the diffident. Those that are always ready and able, a teacher should restrain. Those that are zealous though diffident, he should put in positions of trust, monitorships, etc. How quickly would it wear the rough edge off their characters and how quickly you would see the very traits cropping out that had long been hidden.

Our public schools where the training of the character is as much the duty of the teacher as instruction in grammar or geography, ought to be a fertile field for this kind of labor. The well dressed boys are too often the sentinels from choice, when a poorer and more reserved boy would fill the post as well, if not better.

This brings in mind what a watchful pupil said some time ago. It is, "If teacher wants an errand done, she says 'send me a nice boy,' but if she wants slates cleaned or chairs carried round, Tom Smith's torn clothes are recommendation enough for that." He said he only had one teacher that showed partiality right, and she made the worst boys sit long side of her, and do errands, and appointed all the other troublesome fellows monitor for a week, that kept them good a week without their knowing it. Instead of making it his pride, that visitors shall see only the "nice boys," about the pride of a principal or teacher of a common school should be to have the school or class represented by the plain, vigilant, courteous sons of toil, for the benefit of whom common schools were founded.

This emphasizes how careful teachers ought to be whom they favor; and look to the raiment of the mind more than of the body. If more favor fell on the brave, earnest, little gutter-snipes, surely it would be a mine of happiness to the child, and the talent of charity increase a thousand fold.

In California an act was passed to make women eligible to educational offices."

SECTION 1. Women, over the age of twenty-one years, who are citizens of the United States and this State, shall be eligible to all educational offices within the State, except those from which they are excluded by the Constitution.

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(Tune, *Araby's Daughter*.)

O loved Alma Mater, thine arms still around us  
Are clasped in their last and their fondest embrace,  
We sever this day the ties which have bound us,  
While blessings beam forth from thy time-honored face;  
We know not the future, 'tis veiled in the shadow  
By this pensive hour of sad parting cast,  
But one wish we have, that the years yet before us  
May be but as happy and bright as the past.

Like caravans halting, equipped for the journey,  
We turn one last look on the joys we must leave,  
And hope that the blessing vouchsafed us at morning  
May cheer the long day till the shadows of eve;  
The world is before us, we hear in the distance  
The sound of the tumult, the turmoil, the strife,  
That tells of the battle still raging and surging,  
And calls us away to the conflict of life.

Hand clasped in hand, and hearts beating one measure,  
Blessings and benisons fondly we breathe,  
Ever around this dear shrine of affection  
Chaplets of happy remembrance will wreath.  
Here would we pledge in the strength of our manhood,  
Ever to cherish the loves of the past,  
Faithful through all to our dear Alma Mater,  
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## COMMENCEMENT AT THE NORMAL SCHOOL.

THE sixth annual Commencement of the Normal School of the City of New York, was undoubtedly the most successful since its organization. The chapel of the College building was nearly filled by the friends of the students before ten a. m. At that time the pupils of the school, the Graduating Class preceding, marched into the hall and took their allotted seats. Among those upon the platform were the Hon. W. H. Neilson, President of the Board of Education, Commissioners Klamroth, Traud, Fuller, Wood, Herring, Wetmore, Halsted, Townsend, Lewis, and Patterson; Supt. Kiddle, John Kelly, Lawrence D. Kieran, Jacob Hess, Ethan Allen, W. S. Pickney, Benjamin A. Willis, Bernard Smith, the Rev. Dr. Talbot, W. Chambers, the Rev. Charles S. Robinson, Judge Larremore, Dr. D. W. C. Ward, James R. Davies, Col. John Kane, President Hunter of the College, Profs. Day, Gillet and Schlige, and A. M. Agnew, Inspector, and Assistant Superintendents Calkins, Jasper and McMullen. President Neilson Presided.

The exercises were opened with the trio, "From Thy Heavenly Kingdom," and was followed by the reading of selections from Scripture, and prayer by the Rev. Dr. Chambers.

President Neilson awarded the diplomas. He said that the examination just past had been a more severe test than had ever been undergone before, and those entering the school from the grammar schools, were, if possible, in advance of those of former years. Supt. Kiddle made a brief address, announcing that all the young ladies of the graduating class, with the exception of a few who were not of the requisite age, were entitled to receive certificates of license to teach in any of the grammar or primary schools of this city. The presentation of both licenses and diplomas was done at this commencement for the first time. Having been present at the examination of the graduating class, he could give them a hearty welcome among the teachers. It had been said that the Normal School was only an academic institution, but he was prepared to show that of the class of last year, 116 young ladies were now successfully filling positions as teachers in this city, and held permanent certificates. President Hunter made an eloquent address to the young ladies. To them, as teachers, was virtually committed the liberty and independence of the United States. War was said to be the trade of Kings, and education that of Republics. For its education the city looks to them. The ordeal they had passed had been a severe one. It was proposed now to make it a difficult matter to enter the college as well as to leave it. Their difficulties may be said to begin now, which perhaps was the reason why the exercises were rightly termed "Commencement."

The distribution of class prizes and honors were made by the Hon. William Wood Chairman of the Committee on Normal Schools, accompanied by pleasing words. He gave a brief history of the school and its progress, comparing it with others. He said that accommodations had originally been provided for 1,500 pupils; they confidently expecting a margin of 500 for many years, while from present appearances it seemed probable that the school, at the September opening, would be taxed to its utmost capacity. He said that the second prizes in elocution and singing had not been provided for, but that in this emergency a friend of the

school had just handed him checks for the requisite amounts, and the only difference would be that the pupils would receive gold instead of the silver prizes.

Ottendorfer Gold Medal, for proficiency in German, E. F. Doherty; Ottendorfer Silver Medal, same, Ida B. Lindheimer; Barron Prize for Elocution, \$50 in gold, Mary Macfarlane; Second Prize for Elocution, \$25 in silver, Janet Russell; Barron Prize for Singing, \$50 in gold, Mary A. Zetzman; Second Prize for Singing, \$25 in Silver, Mary Merrington; Kelly Silver Medal, Methods and Principles of Teaching, Mary Merrington; Kelly Bronze Medal, same Ella Funk; Kane gold medal, for Physiology, Edith Bowes; Alumæ Gold Medal, for Physics, Betsy B. Davis; Hunt Gold Medal, for Latin, Marguerite Merrington.

Board of Education prizes to the best scholars in each of the different classes in the school to Misses Mignonette Erbschloe, Betsy B. Davis, Sarah Cummings, and Kate Noble Davies. The honor students of the graduating class are Betsy B. Davis, Sarah Cummings, Kate N. Davies, Marguerite Merrington, Euphemia Cilley, Julia M. Dennison, Mary Merrington, Barbara Leyendecker, Mary Mahony, Ada Brennan, Eilie Funk, Ida B. Lindheimer. The first four gained a percentage of 97 and upward, and the others from 95 to 97 per cent on the examination.

## PROGRAMME.

Salutatory, Miss Marguerite Merrington; Essay, Miss Edith Bowes; Recitation, (first prize) Miss Mary MacFarlane; Essay, Miss Carry G. Roberts; Singing, (first prize) Miss Mary A. Letzman; Singing, (second prize) Miss Mary Merrington; Recitation, (second prize) Miss Janet Russell; Essay, Miss Mary Merrington; Essay, Miss Lydia W. Wooster; Essay, Miss Hester Roberts; Essay, Miss Esther Baum; Valedictory, Miss Betsey B. Davies. Several solos and choruses were rendered in a very superior manner.

## GRADUATING CLASS.

## Class A 6th.

M. Erbschloe, Fannie Grady, Annie G. Audabon, Esther J. Baum, Mary A. Lyell, Sarah I. Acker, Rachel Walters, Mary E. Gannon, Mary T. Geary, Ella L. Van Peake, Katie G. Thompson, Ella H. King, Alice L. Frost, Sarah Thiers, Hester A. Roberts, Mary Macfarlane, Edna L. Chapin, Esther C. Kelly, May R. Crommelin, Mary A. Raftery, Rosa A. McGovern, Mary F. Brown, Minnie E. Knuth, Bertha Schwab, Emma E. Lawrence, Minnie B. Schields.

## Class B 6th.

Betsey B. Davis, M. Merrington, Julia M. Dennison, Mary E. Merrington, Ida B. Lindheimer, Eliz F. Doherty, Fannie E. Hassell, Emma S. Keller, Edith G. Bowes, Sarah E. Neely, Jeannett Strauss, Fannie E. Rutter, Kate F. Trainor, Eliz. G. Knight, Mary A. Duff, Teresa A. Murphy, Minnie Mason, Kate C. Crowley, Margaret J. Taylor, Josephine C. Waters, Catharine Harper, Julia L. Healey, Hannah W. De Milt, Maggie Tewey, Mary V. Howlett, Anna Nevers, Estelle Raymond, Joanna Tuomey, Laura L. Peterson, M. M. McCarthy, Mary V. B. Chase, Kate C. Shields, Susan L. Tower, Mary E. Lalor, Bulah Van Wie, Carrie G. Roberts, Alferetta Sopher, Rebecca Nussbaum, Sarah J. Albro, K. T. Cassidy, Mary L. Corrigan.

## Class C 6th.

Sarah Cummings, Euphemia C. Cilley, Barb. Leyendecker, Mary Mahony, Ada A. Brennan, Clara American, Louise R. Schmidt, Isabella J. Hankey, Theresa Erdman, Annie L. Van Dyke, Mary E. Gallagher, Mary F. Waring, Agnes Clift, Jose C. Waller, Mary L. Corbally, Sarah Stern, Sophie A. C. Bade, Julia F. Gleeson, Sarah Barrington, Retty Shuster, Louise W. Wooster, Barb. C. Thomson, Gertrude A. Levie, Helena I. Ashby, Grace W. Clark, Bettie Schwab, Katie F. Eustace, Annie L. Egbert, Ella A. Morrison, Ella R. Carroll, Amy J. Brouwere, Kate Frisbee, Mary Wheaton, Mary E. O'Brien, Rachel Kamak, M. E. Harrigan, Ida L. Cowell, Emeline T. Morton, Mary E. Coughlan, Jose A. Watson, Mary Osborne, Maggie C. Sheridan.

## Class D 6th.

Kate Noble Davies, Ella Funk, Henrietta Japha, Agnes Dowdall, Hulda Jaroslawski, Carrie Nina Crane, Kate A. Beam, Rosetta M. McCabe, C. C. Murphy, Maria E. Jury, Annie E. Weir, Ada Ryder, Mary A. Zetzman, Helena E. Heade, Eva Garson, Lucia M. Lecocq, Hannah J. Higgins, Ida Rosina Webb, Jeanie L. Weaver, C. C. Heydorn, Alma R. Sammis, Mary G. Foss, Mary C. Brown, Sylvia Hoffman, Matilda Hellman, Emma Mack, Janet Russell, M. Louise Corbin, Mary A. Prior, Michael Leah, Joanna F. Stafford, Anna McArdle, Eunice E. Stuart, Mary L. Callahan, Clara Thomas, Charlotte A. Norcott, Julia C. Ziegler, Mary A. Ward, Matilda Torrens, Hannah S. Whitney, A. B. Whelpley.

Since that young woman died from the effects of sleeping in corsets the girls can't determine whether to abandon sleep or corsets.

## A MODEL RECITATION.

A model recitation is one in which the pupil rises promptly when called upon, stands erect, begins the recitation at the beginning, proceeds according to a given plan, and closes when the conclusion is systematically reached. This for the pupil. It is for the teacher to assign the lesson so definitely that pupils may know just what is required of them, to call upon them rapidly, and to make his questions as few in number and as short as may be, only indicating what is to be the topic of recitation, without giving any clew whatever to the answer. The model teacher makes his pupils do most of the talking during recitations. He but seldom interrupts a pupil while reciting, his questions and suggestions usually coming at the close of the recitation. The plan suggested does not imply that a recitation is to be made in stereotyped phrases, or by the repetition of meaningless forms; but it does imply that it shall be conducted according to a logical plan, so that the pupil may know where to begin, how to proceed, and, above all, know when he has reached a conclusion. True, this course will take time in the beginning, but in the end it will save a hundred fold. Try it.—*Ind. Sch. Journal*.

## MONROE COUNTY TEACHERS' ASSOCIATION.

The above named body of teachers assembled yesterday at Charlotte, in the school building. This association holds two sessions each year.

C. J. White, principal of the Charlotte school, welcomed the association to the village in a few well chosen remarks. His words were hardly needed to make the teachers feel at home, for the school-house had been finely decorated expressly for the occasion and the arrangements made for the accommodation of teachers by Mr. White and his associates were of the best.

Frank A. Janes then read a paper on "School Management." It dealt principally with the details of school room work—the programme, methods of recitation, rules, government, etc. The paper elicited considerable discussion, chiefly on the question what to do with the smart pupils after they had got the regular lessons assigned. One teacher said he would allow them to go on the head of their classes and get through the book as soon as they could. It was suggested that this generally created confusion of classes; better let the boys bring good books and read them.

Another thought neither of the plans proposed was the right one; better to give out regular lessons with references to the average pupil, and enough extra outside work on the same subject as the lesson to keep the smartest of them busy, and at the same time make the whole class understand that the text book did not comprise the whole. Practical problems in arithmetic and practical investigation in geography were worth more than routine recitations. This is what should keep the smart boys busy.

After intermission Com. E. A. McMath gave a lesson on reading and elocution. Instead of the usual classification of the subject, he mentioned a few or the methods which he had found in different schools, and which he thought successful, very successful—in keeping schools and children backward.

Pupils in the school room should be taught elocution and modulation of voice from the very first, and in every way, not only in reading, but by declamation, by correcting bad habits of voice in conversation, and especially by the teacher's own example. If you want to prove the power of elocution, try it in the government of your schools. The different success of teachers in government is owing not to what they say, but how they say it.

In the evening Mr. J. T. Vigiarn, well known as an actor and dramatic author was present and favored the association with several fine recitations. Hon. J. C. Chumasero delivered the address. His theme was "the Mind, its proper development, its use and abuse." It was an able effort, and was listened to with marked attention. A vote of thanks was tendered to the speaker and to Mr. Vigiarn for their valuable assistance.

The citizens of Jamesburg, N. J., may congratulate themselves that a fine school has been established by Mr. M. Oakey, in their midst. A good, careful and earnest teacher.

TEACHERS are not allowed to marry in Austria without the permission of the government. A late official decree reads as follows:

Considering, 1. That the schoolmaster, N., applying for permission to marry, is possessed of no private fortune and enjoys an income of only 431 florins p. a., which would not suffice to sustain a family; and, 2. That his affianced bride has no more than 400 florins of private fortune, the legal license to marry cannot be granted to said schoolmaster.

If in the United States teachers were not allowed to marry until they were adequately paid for their services ninety-nine out of every hundred, it is to be feared, would be compelled to live lives of single blessedness.

## The Evolutionized Junior.

I was a Rhizopod  
With Proteplastic cells ;  
I had a little Nucleus,  
But I had nothing else.

And as I floated 'round,  
On separation bent,  
Absorbing to my Nucleus  
My food, I lived content.

And now I am a man,  
Through Evolution's power,  
But, O my little Nucleus,  
I miss thee every hour.

*Yale Courant.*

## EDUCATION AND HEREDITY.

THE special aim of education is to transmit to the child the sum of those habits to which he is to conform the course of his life, and of those branches of knowledge which are indispensable for him in the pursuit of his calling; and it must begin by developing in the pupil the faculties which will enable him to make these habits and this knowledge his own. It teaches the child to speak, to move about, to use his senses, to look, to hear, to understand, to judge, to live. But now the influence of education, opposed as it is to that of heredity, is so great that in most cases it is of itself alone capable of producing a moral psychological likeness between parents and children. When once it is admitted that education, a long, watchful laborious training, is indispensable in order to call forth and perfect in the child the development of aptitudes and of mental qualities, we must conclude that heredity acts only a second part in the wonderful genesis of the moral individual. The argument is inassimilable. That hereditary influences make their mark in predispositions, in fixed tendencies, it were unscientific to deny; but yet it would be inexact to pretend that they implicitly contain the future state of the physical being, and determine its evolution.—*Papillon.*

A COUNTRY is nothing without men, men are nothing without mind, and mind is little without culture. It follows that cultured mind is the most important product of a nation. The products of the farm, the shop, the mill, the mine, are of incomparably less value than the products of the school. If the schools of a people are well taught all else will prosper. Wherever schools are neglected it is a sure sign of national degradation and decay. The central point of every wisely administered government is its system of education. The education of youth well cared for by a nation, out of it will grow science, art, wealth, strength, and all else that is esteemed great in the judgment of men.

## THE SCHOOL TEACHER'S ASSOCIATION.

The last Reception for the present school year was held at Association Hall on Thursday afternoon, June 28, Comptroller Andrew H. Green, presided. Mr. Green, made a brief address, but one that was listened to with the closest attention. He said his confidence in the usefulness and necessity of the public schools had never been shaken. He believed it had hardly yet begun to produce its best results; it was destined to go on and unfold its latent powers, and improve its methods, and increase its influence. He said we needed a perfect school building, one that should be a model for others, one constructed under the direction of our most eminent architects, perfectly convenient, thoroughly ventilated. Such a building would exert an influence over the whole country. He then spoke of the teachers' salaries, saying they would be paid with regularity.

## PROGRAMME.

Organ Overture, "Caliph of Bagdad," Mr. R. Elder; Reading, Two scenes from "School for Scandal," Miss A. L. Dargan; Violin Solo, Romanzo, Mr. C. G. Richter; Reading "A man's a man for a' that" Miss A. L. Dargan; Aria, "Ah! Non Credea Mirarte" from "La Sammambula" Miss E. C. Thursby; Reading "Fontenoy," Miss A. L. Dargan. Organ, "Flushing March," Mr. R. Elder; Song, from "The Talisman," Miss E. C. Thursby; Reading, from "Deborah," Miss A. L. Dargan; Violin Solo, Souvenir de Bellini, Mr. C. G. Richter; Reading, Chapter from "Bedott Papers," Organ, "Aurora Waltz," Mr. Elder.

## THE ENGLISH EXPEDITION TO THE NORTH POLE.

The British Parliament has not hesitated to make the most liberal appropriations for the Polar expedition fitting out in England. Both the House of Lords and the House of Commons have voted unanimously a first appropriation of £98,600 and a supplementary sum of £16,000. As long as the expedition shall last a yearly appropriation of £13,000 is made beforehand each year. Finally the government is authorized to expend, £400,000 to send, if necessary, a supply-ship. The expedition will start next month.

## BOOK NOTICES.

THE "Elements of Arithmetic for Intermediate, Grammar and Common Schools," by Edward Olney, professor of mathematics in the university of Michigan, Sheldon & Company, New York.

This book has been prepared by an excellent teacher and this is a consideration of importance. Prof. Olney is eminent in his profession, as a mathematician also, and this being his latest work we may expect to find the results of his ripest thoughts here. His main idea is to compress the instruction needed in our common schools into one book, for of making many and large books for pupils there has lately been no end. He asks "is it absolutely necessary that pupils go through from four to six different volumes to obtain a respectable knowledge of this subject?"

There is no important process omitted in the 300 pages of this book, and with the hand-book that accompanies it, this treatise is sufficient to cover the pupil's ground for three years. The author supposes the pupil to enter on his work when his reasoning faculties are just coming into prominence; he supposes also a stage in which the mental powers may receive truth enunciated in an abstract form. And he prepares a book to employ these mental powers and secure their development.

We believe the book is well adapted for schools on account of the clearly-stated *Analyses*, the concise definitions and the natural treatment of the subjects and the plain illustrations.

The *Atlantic* for July is characterized by its reference to historic anniversaries and by its remarkably fine poetic contributions. The "Battle of Bunker Hill" is narrated in a short and animated account and a paper on "Washington in Cambridge," gathers many facts and incidents respecting that event. The poems are by James Russell Lowell, Mrs. Kemble, T. B. Aldrich, C. P. Cranch and Edgar Fawcett. There is a fine travelling sketch "Passing the Cataract of the Nile," and a timely article on "Lightning and Lightning Rods." Perhaps the first piece to be read in this number is a fine story, "Broke Jail," by D. H. Johnson. The book reviews and editorial articles deal with subjects which are under immediate discussion and the whole number will be found to be unusually attractive.

*Harpers Magazine* for July contains over ninety engravings, many of them in connection with the opening article on Newburyport. This article by Mrs. Spofford taken in connection with her article on Concord in the June number, shows that the Merrimac Valley "has some right to consider itself the Attic region of America." There is a fitness in the selection of Mr. Parton's "Caricature in the Revolutionary Period." Miss Thackeray's Novel, "Miss Angel," is concluded; but in "Garth," Julian Hawthorne's new story, the readers of serials will find their expectation satisfied. The Editors Easy Chair contains some pertinent Centennial suggestions, and in fact their is running through this as through the other magazine, a thread of centennial history.

The *Scientific Record* is full of interesting matter, and the other editorial departments are, as usual, replete with instruction and amusement.

The *Galaxy* for July appears in a new costume; the new type and tinted paper give it an unusually fine appearance. Perhaps the most noticeable article in the number is the one entitled "Can the trip to Europe be shortened?" The writer proposes a new route from New York by rail to Novia Scotia, and thence to the nearest point in Ireland by express steamers of great speed, the whole journey being accomplished in one-half the time now required. A series of anecdotes of the first Napoleon are grouped together and combined with a bit of moralizing under the title of "A Napoleonic Legend." There is a paper on Alexandre Dumas, the younger, in which his works and character are analyzed in a critical manner. There is also an article endeavoring to show why English lecturers, who have visited this country, have almost universally failed to create a favorable impression. Justin McCarthy and Mrs. Annie Edwards continue their serials. Centennial literature is provided in the form of a description of the battle of Bunker Hill, and gossip about the approaching Philadelphia Exhibition. Three poems of average merit, and the usual modicum of scientific and literary information complete this interesting number.

THE oldest living graduate of an American college, Elbert Herring of New York, was born in 1777, and graduated at Princeton in 1795, eighty years ago.

THE child population of the United States between the ages of six and thirteen is estimated by the U. S. Commissioner at 10,288,000. To educate this host of future free-men requires 300,000 teachers.

## A PRIMARY ARITHMETIC.

The Primary Arithmetic is a teacher's manual as well. In it are many valuable suggestions for teachers. There is a "programme" for a primary school, and suggestions as to the appliances of the schoolroom. It then describes in simple language how to teach correctly the names and meaning of the figures, and how to make the figures. It then in a simple manner shows the teacher how to carry the young child through by successive steps in a gradual easy progress to a knowledge of writing tens and units, when addition begins. We heartily commend this book to primary teachers, as it contains invaluable suggestions for them. The skillful author gives his best thoughts to the subject of teaching the elements of arithmetic properly. We are glad to note that Supt. Calkins, has examined the work as his large experience would enable him to suggest important improvements.

## NEW YORK UNIVERSITY.

ON Wednesday evening last an interesting event took place at the N. Y. University Building. At about eight, nearly a hundred of the students including the now graduated class '75, had met in the halls by a preconcerted arrangement. After having relieved themselves in the way of singing, of a little of the overflowing good humor caused by the anticipation of what was to come, they formed a procession, and followed by R. W. Stevenson one of the newly made alumni, who had given his escort to Mrs. Matthews the janitor's wife, they marched to the small chapel. F. P. Slade as president of the class, then made a neat speech and ended by presenting to Mrs. Matthews, in behalf of the class, as a token of the expression of their feelings for the kindly interest she had ever taken in them, a handsome silver pitcher, tray and goblet, with the inscription: Presented to Mrs. H. A. Matthews, by the class '75. The president then thanked the janitor for the fatherly care taken of the class during its freshman year, and for the many little kindnesses received during the later college years. This brought the genial janitor to his feet and holding a white banner on which was printed, N. Y. U. God Bless the class of '75. Success to the Violet. He in his usual and unapproachable manner, kept all convulsed with laughing for about fifteen minutes, at the end of which time he invited those present to partake of his hospitality from a well filled table. It is needless to say that justice was done to the spread, for it was after twelve o'clock before the University had gained its wonted quiet.

MR. James Campbell, the chief steward at Vassar College says that the young ladies at the college are giving to eating confectionery between meals, and considers that the use of candies in that manner is certainly hurtful to them, but the appetite for it seems to be fixed, and therefore he attempts to meet the situation by putting fine candies upon the table. Candy eating by girls between meals is, in his opinion, fully as bad a habit as cigar smoking by young men. The extravagance of it is also to be deplored. One lady pupil in the college uses it to an extreme, and not long ago she had a package of candy sent to her from New York, the bill for which amounted to forty dollars. If one young lady hands it around freely, another thinks she must too, and then there is no end to the outlay of money for it.

One of our glories is a man's right of trial by a jury, and what a proof the correctness it is to hear that the following papers were picked up in a jury-room after a recent trial: 1, not guilty; 2, not guilty; 3, not guilty; 4, not guilty; 5, guilty; 6, not guilty; 7, not guilty.

The Agassiz fund is now \$7,198.

The Genesee Wesleyan Seminary closed June 16th. It will be thoroughly repaired during the vacation.

A LITTLE girl, hearing her teacher spoken of as a pains-taking woman, remarked that the scholars were the "pains-takingest," for they were generally whipped all round every day.

It is related that eighty-eight virgins in Minnesota have formed themselves into an anti-nicotine sisterhood, and solemnly pledge themselves to marry only those who do not indulge in smoking. Per contra, eighty-eight nice young men in Minnesota have formed themselves into a natural hair association, and have solemnly pledged themselves to marry nobody who wears false hair. A dreadful decline in the matrimonial market of Minnesota is now anticipated.

A valued subscriber has all the numbers of the School Journal from one to date, except Nos. 100 and 101. Will those who have these and can spare these numbers, please send them to us with price.

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bold. "He isn't the one to take on because one of you gentlemen has a sick head-ache or has been out for a lark; but he wanted Mr. Danby particularly just now. I heard him say so."

"What did he want him for?" asked Smowle.

"To take charge of the foreign correspondence while he is away," said the porter. "The manager's going to Paris to-night. I told you it wasn't for nothing he sent for the Continental Railway Guide."

"Going to Paris? What, is there anything special on there?"

"From what I could make out, I should say there was," said Rumbold. "Some of them foreign discount agents playing up their games again no doubt, and the manager is going to look after them himself. There would be a fine chance for you now, if you could speak French, to cut in and take Mr. Danby's place."

"Parlez vous Francais?" said Mr. Smowle.

"There are many to whom this question is addressed," for the rest vide advertisement. No, Rummy, the French that I acquired during a fortnight at Boulogne is limited, and I certainly could not undertake to conduct a correspondence in that language."

So the day wore on and the evening came, when the younger gentlemen were released from their toils, and went away, bestowing very little thought upon their missing comrade. But the manager remained long after their departure, sending out for some dinner about five, a thing which he had never been known to do before, and at seven dispatching Rumbold to fetch a cab.

When he announced the arrival of the vehicle, the porter intended to take the portmanteau, but was surprised to find that Mr. Heath had it already in his hand.

"No, thank you," he said, checking the movement which Rumbold made to take it from him. "I can carry it very well myself, and I want you to look in the address-book and see where Mr. Danby lives, and tell the cabman to drive there, I should like to learn something of him before going."

When Rumbold came out with the address, he found the manager already seated in the cab and the portmanteau with him, so that all he had to do was to direct the driver to South Molton street, and to retire into the bank very much puzzled at all that had taken place.

Mrs. Wilkins, the landlady of Mr. Danby's lodgings, was not best pleased on hearing from her maid-of-all-work, "A man wanted to see her about Mr. Danby, please," but on emerging from the underground regions in which she passed most of her time she was confronted by Mr. Heath, and was at once much impressed by his manner. He asked her whether anything had been heard of the missing tenant, and seemed quite distressed when Mrs. Wilkins answered in the negative. He took great pains to make the old lady understand that he was the manager of the bank, and that he called there because Mr. Danby was so highly thought of by his employers. Finally he took his leave, with the hope that when he returned from Paris, where he said he was going, he should find Mr. Danby was again safely ensconced in what he was sure must be that very comfortable room.

So to the Charing Cross station and through the night to Dover, across the Channel, and along the Great Northern road to Paris. Two things only were noticeable in him during the journey, and they were that he never parted with the portmanteau, which he now always carried with the painted name of Studley on it well displayed; and that when he staggered from the boat and put his foot upon French soil, or what stands for it, on the slippery, sea-soaked pier of Calais, and was asked what was his name, he replied without hesitation, "Studley." If he had been called upon to produce his passport, the same name would have been found in that document.

(TO BE CONTINUED)

#### A CHILD'S HAND.

BY A. J. H. DUGANNE.

Written expressly for the New York School Journal.

#### CHAPTER I.

Only a child's small hand. But it had power to stop that portly man, who, after emerging from Booth's Theatre, was making his way with long strides, toward the Fifth Avenue hotel, in the face of a driving snow storm. He knew that a glowing sea-coal fire waited for him in the luxurious apartment he had left at eight o'clock, to walk a block to the theatre, under clear starlight, yet no sooner did he feel that trembling pull of his coat-sleeve, than his steps were suddenly arrested, as if some weight more potent than a baby's hand lay on his manly arm.

Yes! it was a mere child's hand; and it was a child's white face, with womanly eyes, that looked up to him from the diminutive creature, at his knees. "Please, sir, she

said, plaintively, "don't be angry—I never did so before—but Willie is sick, and mother too—and—" The quivering voice ceased, and only a tearful sobbing indicated—what her childish pride forebore to utter—an appeal for charity.

The stranger, with quick glance, noticed features delicately moulded, though pinched with hunger or cold, and a woman's shawl, old, but of superior fabric, was pinned closely over a light blue frock; though the poor feet below were loosely protected by rent gaiters. Looking down at that forlorn face, peering from the faded silk hood, Colonel Welford said, pityingly—"My little child—what brings you out such a night as this?"

"Mother said I'd be cold and I am most froze—but, you know, Willie is so sick, and we haven't had anything to eat to-day! Willie told mother to let me—" Again the sobbing checked her words.

"Where is your home my child? Far from here?"

"O, no, sir!—yes sir! I mean it's four squares! But I didn't lose my way—it's past the theatre—it's in Seventh Avenue, sir!"

"Seventh Avenue!" The portly gentleman shuddered. He had seen service in his day, and knew the rigors of wintry campaigning. But as he thought upon his warm hotel quarters, and felt the snow drifts scurrying round in icy eddies, it might be pardoned in the veteran if he felt, for a moment, like thrusting some currency into the young mercantile's hand, and getting to his bed as soon as possible.

But the clasp had shifted from his arm to his heart. An influence that he could not resist, made him turn resolutely from the gleaming lights of his hotel windows and made him take the small hand in his own—and made him, a moment afterwards, catch up the funny shivering form, and lay it softly on his broad breast as some shepherd of his Vermont hills might lift up a lambkin; while with fatherly voice he hushed the infantile alarm—saying gently—"Now show me where Willie lives."

A few minutes walk brought Colonel Welford to the "tenement house" which she pointed out as her "home." Passing through narrow alley, they reached another structure in its rear, separated by an area. Snowy darkness was in this open space, and dingy darkness clung around a muddy hallway; and blackness itself lay crouching upon steep staircase up which the child climbed, in advance, to the third landing, where after groping about, she seemed to find a door, and whispered—"Please, sir—this is our room." Colonel Welford found himself on the threshold of a square apartment, visible by the gleam of smouldering embers, dying into ashes, and a candle flickering beyond. The outer room contained a few chairs, and a pine table; the bare floor was clean, and some pictures in cheap gilt frames hung on the wall, where likewise glittered the handle and scabbard of an officer's sabre, over the mantel shelf. But Colonel Welford had hardly time to note these ere he heard his young conductress, in the back room, speaking with childish eagerness—

"Grandma!—dear mother!—a good, kind, real gentleman is come to see Willie!"

"Hush, Annie," said a feeble voice, in response, as the child was led from the chamber, by a woman whose dark hair, streaked with silvery threads, was parted under a plain, muslin cap, and who wore a faded merino gown with a black lace edging on the neck. Colonel Welford was unprepared even by Annie's delicacy of feature, to meet a woman of manifest gentility, who greeted him with an ease born of natural refinement.

"I am not ashamed, sir," said the lady—"because we are poor, through no fault of our own, but I ought to be ashamed, I know, to let this poor child go out, as she did, several hours ago, keeping us all in anxiety. But she begged her mother to permit it, thinking she could be back in a few minutes."

"And so I would, grandma," said the little wanderer. "But, oh! the snow was so cold, and no gentlemen came out of the theatre, and I sat down in an entry-way to wait till it was over, grandma."

"It was star-light when she went out, sir," said the woman. "Be seated, sir?"

Colonel Welford mechanically took the chair she proffered in her quiet manner, and replied—"My little friend spoke to me near my hotel. I am a stranger in your city, and as I am bigger than she is," (he took Annie's hand) "she let me escort her home."

"God bless you, sir!" exclaimed the grandmother; with emotion quite different from her previous calm; and Colonel Welford regarding her closely, was shocked to note her hollow eyes, filled with tears, and haggard cheeks, telling of hunger.

"Madame!" cried the good man, rising from his seat. "What am I forgetting? Your child said you were without food, and—"

"We have eaten nothing since yesterday," replied the woman. "We have made no acquaintances to whom—in deed, we are quite friendless, sir!"

"Friendless in New York!" exclaimed Colonel Welford. "And you are starving, poor woman? Annie! wait till I come back, and Willie shall have bread!" In another moment he was descending the steep stairs, and emerging from the gloom into the snow storm, that seemed daylight in comparison. A short walk brought him to a restaurant, where he quickly engaged the willing service of a colored waiter, whose sudden attention to the gentleman's commanding words was followed by the heaping of a basket with nourishing food. Very active was black Jerry in obeying the orders of such a stately customer, when the colonel directed him to add whatever might be necessary. So the basket showed a heap of dainties, including English grapes, which Jerry said was "a heap better than medicine for sick chilid, cunnil!"

"Why do you call me colonel?" asked Welford, amused at the waiter's kindly openness.

"Bless your heart, sah, I knowed a heap o' cunnils down at de war, sah! I was on the staff—in the kitchen department in ole Virginny, an' afterwards I was 'long wid General Sherman, down Souf, sah!"

"Oho! so we are fellow-veterans!" laughed the colonel "You were in our raid through Georgia!"

"Yes, sir!" responded the negro, straightening up, as if he felt a musket on his shoulder. "I was one o' dem felers—yes, sah! done gone one ob General Sherman's bummers!" And a genuine African guffaw, showing his white teeth from ear to ear, attested the richness of that reminiscence.

Fortified by the ponderous basket of comestibles, and flanked by his sable comrade, bearing it, Colonel Welford made light of the increasing snow-drifts, as he retraced his steps with soldierly directness to the tenement house. And what more he saw there, and all he learned concerning those poor ones he was sent by God that night to save and bless, may as well be related in a second chapter.

#### CHAPTER II.

We inhabit our happy or unhappy "homes," as we term those narrow piles of masonry which divide one human interest from another in great cities, with as scant knowledge or care as regards what may be going on in some other home, as an armadillo in his shell, can comprehend concerning the interior of a neighboring armadillo. Colonel Welford, in velvet arm-chair, enjoying "mine ease in mine inn," and aware that a touch of the bell-knob would bring to him any comfort or luxury in New York city, was ignorant a few hours since, of the very existence of such an abode for human beings as this he again penetrated, followed by his basket-bearer, to the home of a famishing family. But his heart had warmed, as the storm waxed colder, and his eyes were now clearer for the effort he made to see his way through blinding whirls of snow. Little Annie, in mute wonder, with dilated eyes, watched the nimble movements of Jerry, as that "expert" uncovered his provisions, laid a white table-cloth, and with divers flourishes, in his professional way, spread out the plates and dishes.

A buoyant change seemed to have come over the grandmother in helping Jerry. In Welford's bosom arose still more of that "woman-feeling" (as he lightly called it,) which had made him turn in the storm, and to lift that child, and carry her back to her home, as a lamb to its fold! What a thing, after all, is money—even a few dollars—when wisely expended, in God's sweet plan of "helping one another." Jerry, the waiter, had been quick in discovering a lack of fuel, as well as food, in that hovel; but he was quicker still with flittings in and out, until a fire danced upon the hearth, rose-flames ascended the chimney, and rose-light smiled in the room, bringing out, in bold relief, that cavalry sabre hanging over the mantel. Colonel Welford's "woman" nature began to melt "under the rose" and when Annie's lady-like grandmother asked with swimming eyes if he would see her sick daughter and Willie—in the other room—it needed not the evidence of their visitor's bounty, upon the table, to suggest that "an angel unawares" was near them.

But if Colonel Welford had been surprised by Annie's grandmother, he was more astonished on entering the back-room, to see upon a mattress, on the uncarpeted floor, a young woman whose face was one to be remarked for its classic beauty. He stopped abruptly on the door-sill; timid like the brave man he was—in what seemed an intrusion upon privacy; and a feeling came to him such as he had once experienced in the picture-gallery of a Venetian palace, when, pausing suddenly, he almost knelt before a painting of the Madonna, recumbent, with Jesus in her arms.

For, indeed, the golden-haired boy, whose head was pillow'd on that poor young mother's bosom—his large brown eyes turning with a tired look toward the stranger, might have been a model for Raphael in moments of inspiration. On his broad forehead, thick curls were clustered, and ringlets covered the mother's right hand, below his cheek, while the thin fingers of her left hand were in his languid clasp.

Colonel Welford stayed not to consider whether the posture might appear devotional; but he could only approach that lowly bed by stooping to his knees; and so, in that attitude he greeted the sick child.

If Gideon Welford had lived in Cromwell's day, he might have ridden with Oliver's grim "Ironsides"—sword in hand and Bible strapped to saddle-bow—into the press of a hot battle, or at the mouths of serried cannon, without flinching; and, therefore, he was manly enough to let a tear fall, without minding it, as he kissed Willie's burning forehead. Children are quick in divining what is good and true in our humanity; and as that little sufferer felt the pressure of a stranger's lips, his small, transparent hands were raised, as by some tender intuition, to wind about the Colonel's neck. Welford's eyes met those of Willie's mother—full, dark, and lustrous with gratitude and new-born hope; and then his glance rested on a ring upon her hand.

It was no uncommon ring; nor of curious fashion or costly setting, to attract attention; yet Gideon Welford's scrutiny of it was so eager, for a moment, that the wearer drew her hand away somewhat impulsively.

"Excuse me, madam!" said Colonel Welford, his right hand on Willie's golden head. "I thought I knew that opal set in pearls. I ask from no mere curiosity—but is there any lettering there?"

"Yes, sir!" faltered the lady, her face and neck flushed crimson, "it has an inscription—"

"And the words are three, madam—" he paused, in his turn, becoming agitated.

"Love—beyond—Death!" murmured the poor woman, and her widowed heart seemed to sob out the words. "It was my husband's dying gift!"

"Then you—were—William Rossdale's wife!" cried Gideon Welford, bending forward on his knees, every feature of his manly countenance lit up.

"I was!" said the widow, her voice scarcely audible. Welford's head bowed slowly upon the child he was fondling, and he remained silent.

"All ready, Cunn'l, nice and hot, sah!" was a very natural and opportune interruption. Jerry stood at the door, napkin in hand, and with a white apron on. Annie was peeping in, at Jerry's side, with her cheeks like red rose-buds from the hot fire. "Willie! O, Willie!" she cried, I'm so glad you made mother let me go out!"

"Indeed, only Willie could have made your mother permit such a thing," said the grandmother, in the other room, with an emphasis of pardonable meaning upon the last three words.

"Willie, little man! do you know why you let your sister come for me?" inquired Colonel Welford of the boy.

"Yes, sir! father wanted her to go!" replied Willie, with such sweet gravity of tone, and expression of face that Gideon Welford felt a thrill of sympathy with the great faith of that infant, kissing him again, he rose, in his grand manliness of stature, and folding his hands, stood upon the chamber door sill.

"Father in heaven," he prayed aloud, "I thank thee, that in thy mercy and loving kindness, thou hast permitted Gideon Welford to come hither this day, that he might be sent from Thee, O God! to help the widow and the orphans of George Rossdale!"

As Welford pronounced his own name in that earnest prayer, the widow repeated it with marked emphasis; and as he concluded, she raised her head from the pillow, lifting her clasped hands.

"Mother! mother! bring me my husband's sword!" she called aloud, in firm accents—"Mother! it is Colonel Welford! my George's friend, mother!"

The effort was exhausting, and she sank back, breathless. Her mother, who had listened reverently to the stranger's prayer, hastened to bring the salve from its place over the mantel, and holding it in her hands, said to Colonel Welford solemnly—

"If you are Gideon Welford, this sword must go to you, as my daughter's husband desired, upon his deathbed. We parted with almost everything to meet our wants, that dreadful winter after George died!"

"Poor George!" exclaimed Welford, taking the sword from her hands—"I shall treasure this momento of my brother-at-arms—the gallant and loyal Georgian, who saved my life, and nearly lost his own in my defense! Madam, we were then fellow-officers in the regiment I led. Together we fell into an ambuscade of plunderers who preyed upon both sides; and George Rossdale fought above my prostrate body, when I was shot down, until some brave confederate soldiers came in time to save us. He was wounded, and we lay in prison for months, and then escaped in company. Oh, madam, I shall value this sword."

"God sent you here, sir!" said the tearful grandmother. "What would have become of us, if that poor child had not brought you, sir?"

"Mother," said her daughter's feeble voice—"tell him that George spoke of him when dying—"

"O, yes, sir! he could hardly speak," panting for breath, but he said—"If I knew where Welford was, I would send to him!"

"And I knew nothing of this," cried Welford. "I supposed George was in Georgia."

"He recovered his estate," answered the elder lady. "And my daughter was married to him. But he could do nothing with land, from which dwellings and everything had been swept away, and his health broke down under years of striving. At last, he was offered a situation in New York, and sold what remained of his property, to obtain the means of bringing us here. But the firm here was ruined by the panic, and George died four months ago, leaving us destitute."

"He spoke of me in dying!" said Colonel Welford.

"My brave George Rossdale!"

"Mother," panted the sweet, weak tones of golden-haired Willie, "didn't I promise dear papa I would find the colonel, sometime, and give him papa's sword?"

"Bless my baby boy! he did promise dear papa!" cried the fond grandmother, running to nestle up the beloved invalid in her arms. "O, my daughter! I wish you could get up now and eat something! Couldn't I make you easy in the rocking-chair?"

"O, yes, mamma! please do try and get up!" implored the little woman Annie. "I'll help grandma fix you, and I'll hold Willie on my lap! But, oh, grandma! where can good Jerry be gone? He said he'd be our waiter, like we used to have in Savannah!"

"Certainly, Jerry must wait on Miss Annie!" said the colonel, with a happy laugh, that made all smile in sympathy with him, as he caught up the small, compact form of his young conductress to his broad breast. "And if Jerry don't come back, I'll be waiter!"

"O, goodness!" cried the child, in sudden alarm, as a heavy concussion shook the stairs outside, "what is that noise? I do believe it's the police, grandma!"

"Come to arrest my Annie!" said the colonel, gravely.

"Well, we'll see how they'll run away from papa's salve!"

Another blow on the landing, and another against the frail partition wall, seemed to give reason for Annie's consternation, and the door flew violently open. But, instead of a police squad, with clubs brandished, to make prisoner of that vagrant little Annie, there appeared the black head of Jerry, followed by a heavy sofa, which was propelled upon his supporting arms by a second black man, who sustained the other end.

"Goodness, men! What are you bringing that in here for?" exclaimed the grandmother, failing at first, to recognize the shining face of Jerry; but his voice was soon explanatory.

"Sofy bed, missy! that's my brother Benny, dar! and he leaned it, missy! Benny is a fus-class h'ar-dresser, missy—done gone bran new sof, dis yer is!"

"Well, I never!" cried the lady; as Jerry and his brother wheeled the capacious couch in front of the fire, beside that well-filled supper table. "How thoughtful in you, Colonel Welford!"

"Not a bit of credit for me, if you please!" returned the colonel. "Jerry is responsible for more than I am this blessed night, I assure you! But now, my dear madam! since the carriage has come for them, see if your patients cannot both take a ride in it!"

"Big enough for family coach, sah!" quoth Jerry, showing his ivory teeth. . . . "Now, you Benny, you is a 'spec-table married man, and I'se objection to keep you out dis late! I is waiter for dis yer 'casin! We discharge you, brudder Ben!"

The Anglo-African guffaw became a laughing duet, as the two good-natured blacks prolonged their parting chaff on the landing without. But when—after an interval of preparation, Colonel Gideon Welford sat down with the glad family, Annie on his knee—no more sedate and punctilious a head waiter could have walked the floor of a hotel dining-room, than Jerry showed himself to be at that memorable midnight supper.

#### COPY MARKS.

BY AN OLD TEACHER.

I. What is a school? The question embraces our whole story of teaching. Easy is it to reply, by stating it to be "an educational institution," or to open Webster or Worcester, and rehearse that it is an "establishment for the instruction of young children." But in responding thus, we convey but a practical limit of the vast significance which this word "School," forever comprehends. Nature's school is primary to that of Humanity; and the school of Humanity graduates its scholars for admission to the eternal school of God—or for their rejection from its gates of Light.

II. When in old time a lot was cast to settle difference, or allot possessions, the interest at stake usually concerned only individuals or communities. If a ruler was chosen, a domain

divided, or an event determined by lot, the consequences were immediate, and their effects might be reversed or modified by the will of those who cast the lot, through subsequent action. Not so with the lot which falls through a teacher's influence to the share of a scholar in afterlife. The lot dropped with a spoken word is after a decisive battle upon the field of war. "Up guards and at them!" shaped the world's lot at Waterloo, and the first order to fire against Fort Sumter forecast the enfranchisement of a race. The intent of Wellington was answered, when Napoleon's "Guard" fell back before the impetuous charge he commanded. The aim of that aged traitor Ruffin, who trained the opening gun upon Freedom's color-line was an aim presently gained. But who may measure the effect of education by its intent? Who shall witness the result of an aim that knows no end forever? Education ushers a future that has no finality; and the educators lot is cast, not for time but for eternity.

III. Schools are various; but teachers ought to be variable as the wind itself, and yet as certain in their influences as the wind is. We call it changeable, because we feel it from every quarter; but the wind must forever blow under Nature's laws: and so should the influences of a good teacher blow from every point of direction.

IV. Books are spirits, requiring no mediums to make them *ring* out words of intelligence, or *tip* up tables of facts. If it be true, according to science, that nothing can perish utterly, and that *like* flows unto *like*, in all forms of matter, then we may imagine that *mind* wrought into *books* continues its presence in them after the flesh which confined it during mortal life has moulder'd to dust. *Light* is conveyed under written characters, even as it is transfused through rainbows of nature, or in pictures made by the art of men from nature's colors. *Light* is the unseen fibre and hue of *mind* and if we know it in a painting, we know it no less, in those *written thoughts* which glow for us in a letter from some beloved one, and in the *printed thoughts* that move us under verbal forms of poetry and prose.

V. A child at school is not a child simply. The boy or girl, who sits daily under a teacher's care, may be likened to a flower under culture; warmed by the sun and fed by the air. A teacher's presence ought to be as sunshine, and its influence sweet and penetrating as the summer air. Every human being gives out and receives impressions more or less salutary or the reverse. Therefore, a teacher who is neat in person, and attractive in manners, wins favor with scholars as they improve in mind. Children are nice observers; and severe critics; remaking traits and practices which might pass unheeded by older witnesses. A college tutor may be slovenly, a clergyman awkward or a physician eccentric; and his adult familiars will overlook such a characteristic in acknowledgment of his wit, his learning or his skill. But the child makes no allowance for a grotesque, overbearing, ungoverned or unclean teacher; and no person of that kind ought to have a place in a school. When Dickens drew his exaggerated portrait of "Wackford Squeers," he received threatening letters from Yorkshire pedagogues who fancied their own likeness in the master of "Do the boys Hall." Too many self-conceited and repellent instructors are found everywhere exerting a mischievous influence that often neutralizes the effect of useful studies. Better to trust a monitor whose looks are lessons of love and whose low voice leads docile wills to the foot of learning's ladder, than to lift over that ladder an image of authority blighting to the little spirits which climb up painfully below it.

VI. Flowers are everywhere tokens of fond regard: and the native tributes of scholars to teachers, in the form of floral symbols, not only make a school room sweet and pleasant, but they diffuse their own atmosphere of softening influences. Children should be encouraged by their parents to bear such tokens of childly affection to their second parents; which teachers ought to be in daily kinship of the mind. Where the teacher's desk is like a throne of flowers, erected by loving subjects, and the sceptre of educational sway is a rose or violet, instead of a birch rod, there will come up a growth of more than mortal plants, and thence will emanate a perfume of flowers more lasting than the efflorescence of earthly gardens. And the treasured relics of rose and violet may, in after years, sweeten the lives of good teachers, and become reminiscences of fragrant thought for them when their own children, at the loving mothers call, "rise up to call her blessed."

We lately noticed an advertisement headed "Two Sisters Want Washing." So do a good many brothers.

As Lavender, the other day at dinner, gazed intently into his plate, he remarked: "Only a woman's hair! It's very sentimental, no doubt, but somehow it gets away with my appetite."

# New York School Journal

AND

EDUCATIONAL NEWS.

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## EQUALITY OF SALARIES.

PART of the system that prevails in our city respecting teachers' salaries, seems to be semi-military in form. Some receive \$500, and this number is a very large one; from this sum (and now we refer to lady-teachers) it goes up by stages to \$1700. There are in some departments twenty-two teachers, and thus we have a great inequality of pay, and no perceptible inequality of work. This is a subject upon which many of our best teachers have thought a great deal, and those who have come to the conclusion that a change could be made for the better, are, strange to say, not those who expect by this change to receive an increase of their pay. The main reason urged is that a certain amount of labor is entitled to a certain amount of pay, whether that work is done by one who is simply an assistant teacher or first assistant, whether in the Primary or Junior or Grammar Department. There are other grounds that will be presented in future papers, such as the effect on the teachers' ambition, the appeal to the teachers' highest motives, etc., but the above statement shows that the claim is founded in real justice, hence it will at last prevail.

Of course Principals and Vice-Principals should receive an extra compensation for their responsible work, but after that there should be equality of wages to all who receive a full certificate—or are certified as being skillful teachers. If it requires five years of experimental practice before this position is won by the novice, so let it be. But when it is achieved, let the pay be given that is paid for good teaching. There should be no distinction made on account of the age of pupils—they all require good teachers. In President Neilson's address, in January, 1874, we find these wholesome words:

*Justice to our teachers and a fair working of our system demands that the salaries paid throughout the city should be uniform and not varied for similar positions below Principal and Vice-Principal.*

THE Chicago Teacher and the Minnesota Teacher are to be consolidated under the title of the WESTERN JOURNAL OF EDUCATION. If the new paper will be as good as the Chicago Teacher has been lately, we shall be satisfied. The new move is a good one. Success to it!

WILLIAM H. NEILSON, Esq.

THE elegant portrait of the honored head of our public school system which appeared in our last number, has given sincere pleasure to all who saw it. For thirty years he has looked with his benevolent eyes upon the children of our schools. His work has been done quietly, and in a large measure unknown to the busy city. Going from ward to ward, from building to building and from room to room, he has striven to see that the pupils were comfortably housed, uprightly trained and thoroughly instructed. He is therefore entitled to the high position he occupies, and to the confidence which the friends of the public school system bestow upon him.

This cut we publish in connection with the *Illustrated Christian Weekly*, of the American Tract Society, a paper elegant in illustrations, unceasing to promote genuine Christianity.

We notice that the *School Bulletin* has removed to Syracuse, and that C. W. Bardeen is the publisher, and Jonathan Tenney, Daniel J. Pratt, Prof. North, H. B. Buckingham, A. McMillam, Samuel Thurber and D. C. Farr are named as editors. It is a lively and practical paper.

We are in receipt of a letter from one of the most active of the New York City School Trustees, asking us to give a *verbatim* report of the proceedings of the Board of Education. He desires, as he is unable to attend in person, to find a full account of the remarks made by the Commissioners as these concern the acts and duties of Trustees. A communication extensively signed by Trustees was therefore laid before the Board by Commissioner Beardslee requesting it to place the JOURNAL on the list of supplies in which case we agree to give full reports of its views on the important questions that come before it.

THE editorial table is full of neatly printed programmes of the Closing Exercises and Commencements of our city schools. We are glad to receive these, and only wish we could have attended them all, but as there were more than sixty of these, it was plainly impossible. We do, however, thank all who have sent these variously tinted missives to us. And, now, may we not suggest that, as all these cards, programmes, etc., can be produced in the same style and at the same expense by the SCHOOL JOURNAL, it would be an advantage to us to have them to print; it is just and natural that such work should seek our office.

PROFESSOR T. C. GARNER, one of the best teachers in the state of Michigan, in charge of the High School in Owosso, writes the following letter to the *Owosso Press*. We are glad to have our work remembered. Never were there more hospitable people, more ardent friends of education than in Shiawassee County. Visiting every township, and nearly every school-district, the school-houses were found filled in the most unpleasant weather ready to hear about education. We believe the old fires are burning yet. Under the direction of Prof. Garner, they will not go out:

## SOMETHING FOR TEACHERS.

Editors of the *Owosso Press*.

Permit me through the columns of your paper to call the attention of teachers of Shiawassee County, to the "New York School Journal," a truly wide awake progressive weekly paper, devoted to the interests in which we are all engaged. It has a broad and important field, the best talent committed to its support, the most cordial approval of leading educators, and an able corps of editors, the principal one of whom, Amos M. Kellogg, all of our teachers who were engaged in their profession fourteen years ago will at once recognize as their co-laborer in our County and State Teachers' Institutes.

Mr. Kellogg, still imbued with the spirit of educational progress, and with others, feeling the need of a weekly professional journal, decided to become one of the pioneers in this much needed kind of literature. By the energy and talents of its supporters and managers it has already been placed on a firm basis.

We who are engaged in teaching need all the professional aids that we can command, and while we recognize the usefulness and the practical interest awakened among the teachers of our State by "The Michigan Teacher" we need in addition to this a weekly paper that shall come fresh each week filled with valuable information and practical hints for school-room use; a paper bristling with educational goads that will urge teachers onward in the march of improvement. All this, and even more, our teachers will find the Journal to be. Its correspondents embrace men of experience, from the college president to the district school teacher, all gathering in the real facts and truths of educational progress and methods, in their respective stations and localities and presenting them to their readers in short, pithy articles.

I am confident that the teachers of Shiawassee County, and indeed, of Michigan, can not do a more profitable thing for themselves than to renew their acquaintance with Mr. Kellogg, by sending him \$2.50 and secure the reading of a good weekly paper.

## CONVENTIONS.

THE New York State Teacher's Association, meets at Fredonia on the 27th, 28th, and 29th of July.

THE National Educational Association, meets at Minneapolis, Minnesota, Aug. 3d, 4th and 5th.

THE Pennsylvania State Teachers' Association, will be held in Wilkes-Barre, Aug. 10th, 11th and 12th.

## MRS. WEIL'S SCHOOL.

THE closing exercises of this school took place on Wednesday last. There were seven graduates. The singing was a prominent feature, and was well rendered. Several duets gave the highest pleasure to the audience; the solo, by Miss Stein, was exceedingly fine. A portion of a French play was acted by several young ladies in a very spirited manner. Ten prizes were bestowed on pupils for excellence in studies and deportment.

THE educational machinery, now standing completely still, the usual custom of issuing the JOURNAL once in two weeks during July and August will prevail.

## GRAMMAR SCHOOL NO. 48, F. D.

M. LOUISE CLAWSON, PRINCIPAL.

The graduating exercises of the Senior class of 1875, were held Tuesday, A. M., June 29th, Dr. H. D. Ranney, presiding.

The piano and desk were covered with choice floral offerings. On the platform were President Wm. H. Neilson, Commissioners Baker, Wood, and Fuller, Trustees Ranney, Killian and Maher. Inspectors Agnew and Blumenthal, Mr. Bill and others.

At the hour of ten the sweet voices of the girls, in a grand old anthem were heard swelling in volume as they marched to their seats.

The finished character of the essays songs, and recitations indicated much practice, study and talent on the part of the pupils, and good taste and just appreciation and hard work on the part of principal and teachers. The graduating class consisting of 26 pupils, presented a fine appearance and was a class of which any school might be justly proud. Messrs. Wood and Blumenthal made brief and happy remarks preparatory to the distribution of prizes to the pupils who excelled in proficiency, deportment and attendance.

Among the numerous prizes were three gold medals, and a beautiful basket of flowers, sent by Mr. Walter Reid to the pupil who had made greatest proficiency in her studies.

Dr. Ranney with a few complimentary words introduced President Neilson, who addressed the graduates and distributed their certificates.

He spoke of his long and favorable acquaintance with "this most excellent school," and said he had watched their Principal, from her school days, as a teacher through the various grades, till she reached the highest position in the gift of the Board of Education; and he could say emphatically, that whatever "Miss Clawson undertakes, is well done."

Rev. E. O. Flagg, was then introduced, who made an eloquent address, illustrating the nature and value of education, closing with the motto or toast, "Education, the twin sister of liberty and deadly enemy of tyranny."

## GRAMMAR SCHOOL NO. 22, F. D.

A very pleasant reception was held on Tuesday morning, July 1, at this well-known school. The space in front of the desks, aisles, doorways and halls were literally packed with the parents and friends of the pupils and the platform with school officers and others. Mr. Rhoads presided. Mr. Thos. F. Harrison presented the diplomas to the graduates, 24 in number, and made an eloquent and impressive address, testifying to the high character of the Principal Miss Frances J. Murray and her assistants,—and to the excellent scholarship of the graduating class, which he had recently examined. He assured the school officers and parents that they ought to be proud of this school, there were none better.

Messrs. Rhoads, Miehling and Mills made brief and appropriate remarks, complimenting teachers and pupils, and expressing kind wishes for their health and happiness. The exercises were exceedingly interesting, the elocution exceptionally good, and the discipline perfect.

## GRAMMAR SCHOOL NO. 27.

The annual reception took place at this school, situated in 42 st. near 3rd Avenue, on the afternoon of Thursday, July 1. The large hall was tastefully decorated with the American colors and flowers; the pupils presented a fine appearance and every available space was occupied by a large and highly respectable audience. The exercises were commenced by reading a portion of the Holy Scriptures after which followed choruses, dialogues and declamations. The pieces were well selected and admirably delivered and reflected great credit on the teachers who conducted the exhibition, as every piece contained either an excellent moral or patriotic sentiment. The Salutatory by Manfred Plant, the Valedictory by George Palmer, the Young Patriots, Great Expectations, and William and Mary were exquisitely rendered.

The diplomas were presented to the graduates by Inspector J. F. Williams, but the distribution of the semi-annual certificate was deferred until after the reading of the Declaration of Independence the following morning. The platform was occupied by Messrs. F. T. Hopkins, J. O. Alston, J. F. Williams, S. D. Moulton and Julius Katzenberg, the chairman of the Board of Trustees of the 19th Ward, who presided on the occasion. The Trustees and visitors delivered appropriate addresses to the pupils and graduates and highly complimented the principal, Mr. Jos. W. Cremin, and teachers, for giving such an excellent entertainment after a preparation of only eight days. There are eight graduates.

## REUNION AT G. S. NO. 2.

The exercises held at No. 2, Mr. Francis Joseph Hagger, Principal, were of a highly interesting character. The opening address was by William Stoddard a graduate of the College of the City of New York, Trustee Hays, presented certificates to 138 pupils, and Professor Dundon of the Normal College gave out the Goulding prizes for punctuality—the recipients being Mary Raycroft and William J. Wade. The diplomas—to four pupils—were given by Judge P. G. Duffy, late Principal of G. S. No. 29.

## PRIZES.

Superintendent Kiddle presented the Principal's prize for scholarship and industry to 23 pupils. Archibald Hall received a silver medal. The address by Mr. Kiddle was listened to with great attention by the pupils. He commended the labors of the teachers and the success of the pupils.

## GRAMMAR SCHOOL 59.

JOHN BOYLE, PRINCIPAL.

THE Annual Reception of this school took place on Thursday afternoon. Supt. Jones presented the diplomas and made a brief but interesting address. The graduates were eleven in number.

## THE GERARD INSTITUTE.

This school, at No. 25 East 62nd street, closed Thursday evening. A number of prizes were distributed.

## NEW JERSEY NORMAL SCHOOL.

MESSRS. EDITORS: The closing exercises took place to-day (Thursday). They were held in the Opera House, and were very interesting. I send you the programme. There were 28 graduates in the advanced course; 14 in the elementary course. Miss Eldridge gave a splendid valedictory, and Miss Kline sang in charming style. As you said "be short,"

I am yours,

E. C. C.

## GRAMMAR SCHOOL NO. 56, FEMALE DEPARTMENT.

MISS MARY A. SIMMS, PRINCIPAL.

THE music here received the highest encomiums from all present,—Miss Dagnia's solo being particularly well received. The piano duets were remarkably well rendered.

The German Dialogue, "The Singing-Bird," was given with great spirit by Misses Brown, Jones, Hahn, and Sutherland and fully merited the applause which it received.

Mr. Daniel A. Burtnett a well-known elocutionist, delighted the audience with his pathetic rendering of "Lost and Found," and his inimitable exposition of "Miss Ma-  
lonay on the Chinese Question."

The diplomas were presented to the thirty-six graduates by Mr. Matthew Bird, and, after Miss Russel's valedictory, the graduates were addressed by the Rev. David B. Jutten, who urged upon them the necessity and advantage of constant self-culture.

Commissioner Wood then complimented the young ladies on the very commendable results of their recent examination for admission to the Normal College, particularly distinguishing Misses *Manuela Sutherland, Josephine Hahn, and Clara L. Jaycox*, for their excellent scholarship.

At the close of the exercises, Mr. Bird presented twenty dollars in gold to each of the following young ladies: Carrie Russell, Isabel Wickstead and Katie Hutchison for excellence in composition; Lucy Kruse for German Translation, and Mary P. Campbell for reading.

Among the visitors were Messrs. Bird, Castree, Harrison and Zollikoffer, of the Board of Trustees of the 16th Ward, Commissioner Wood, Fuller, and Matthewson of the Board of Education, Superintendent McMullen, Mr. Sutherland, Pres. of Teachers' Association, and many others.

The fine hall or assembly-room was beautifully decorated with flowers and crowded in every part by a large and attentive audience.

## GRAMMAR SCHOOLS 18, 27, 53 &amp; 59.

The female departments of these schools held a joint reception, Tuesday, June 29, at 3 P. M., at the Normal College. Julius Katzenberg, Chairman of the Trustees of the 19th Ward, (in which these are situated) presided. The entrance of the girls (about 1300 in number) into the hall where the galleries were packed with their friends, was a most pleasing and animating sight. As they came in, the two grand pianos at which Profs. Davis and Hanschel sat, sent forth a volume of inspiring sounds. The music was well rendered throughout; some of the choruses, such as "I feel thy soothng presence," "I think of thee," were given with remarkable precision and power.

## PROGRAMME.

The Curfew, Annie Gnnson, G. S. No. 18; Blena of Devan, Leonora Gyles, G. S. No. 59; Man's Power, Flora Schoenfeld, G. S. No. 27; Das Erkennen, Margaret Grant, G. S. No. 53; Der Sanger, Ella Hawkins, G. S. No. 18; Story of Bunker Hill, Annie Gallagher, G. S. No. 59; A Report from Below, Elizabeth Fogarty, G. S. No. 27; Valedictory, Mary Bosse, G. S. No. 53.

The following received medals, the principals and teachers being the donors:

## GRAMMAR SCHOOL 18.

Gold Medals.—For Scholarship, Mary McEvily, Annie Davidson. For German, Hanna Donnegan.

Silver Medals.—For Amiability, Clara Pohle, Emma Gregor. For Scholarship, Sarah Nussbaum, Lizzie Stewart, Lavinia Emminger, May Harvey, Emma Reinhold, Kate O'Reilly, Henrietta August, Alice McCabe. For Diligence, Winnie Heims, Minnie Hannelly, Emma Lange, Fanny Remmeyer. For Excellence, Henrietta Herman, Ella Conklin, Lida Brower. For German, Annie Freese.

## GRAMMAR SCHOOL 27.

For Excellence, Flora Schoenfeld, Emma Mosback, Margaret Aylward. For Spelling, Eliza Butler. For Diligence, Julia Hays, Josie Rohn, May Newman. For German, M. A. Aylward, Rosy Sheridan.

## GRAMMAR SCHOOL 53.

Gold Medals.—For Diligence, Belle Dever. For German, Alberta Werzbach.

Silver Medals.—For Scholarship, to Minnie Scherzinger, Belle Dever, Bertha Peterson, Anna G. Crane, Sarah Casley, Emma Wright. For Diligence, Fanny Feigenbaum. For German, Martha Rose. For Regular Attendance, Martha Lalor, Henrietta Newburger.

## GRAMMAR SCHOOL 59.

Gold Medals.—For German, Alice V. Parle.

Silver Medals.—For Scholarship, Anna E. Gallagher, Leonora Gyles, Conchita Mesa, Esther Pollak, Sarah E. Morrison, Mary Bennet, Anna Clevenger, Mary Brady, Lora Campbell, Mary E. Flood, Annie Riemer, Kate E. Moran, Mina Loebenberg. For German, Josephine Simm.

There were present many friends of education. Commissioners Wood, Patterson, Fuller and Baker. Trustees Allston, Hopkins, Macklin, Pomeroy, the two former taking an active part in the interesting proceedings. There were 99 graduates; from No. 18, 24; No. 53, 34; No. 59, 33; No. 27, 8.

Mary C. Cull, of 53, won 96 per cent. at Normal College examination, Sophie P. Morrison and Jane V. Croak, of 59, the same, Harriet A. Kogler, 95 per cent. Superintendent Kiddle made an address and presented the diplomas.

## GRAMMAR SCHOOL 10.

MISS FRANCES A. POND, PRINCIPAL.

THE Annual Reception was held on Thursday morning. The room was beautifully decorated and everything passed off admirably. Chas. W. Earle, Esq. presided; Supt. Kiddle presented the diplomas to the graduating class, with a brief address, expressing his entire satisfaction with the progress of the school. Misses Emma Veldran and Mary Parsons received the "Gerard Medals" for exemplary conduct; Miss Mary Marcus the "Bill Medal" for scholarship; Misses Jennie Fairchild, Elise Amuel, Theodora Weindorf, Maggie Glynn, and Mary Dooley the "Earle Medals" for general excellence. The graduates, 16 in number, have passed the Normal College entrance examination.

## GRAMMAR SCHOOL NO. 1.

The closing exercises of the Female Department of Grammar School No. 1, at No. 32 Vandewater st., were very interesting; many visitors were present. Mrs. Mary J. Coklin, conducted the exercises, which consisted of anthems and choruses by the school, a composition, "Welcome," by Miss Ida Moffatt, a recitation in German by Miss Anna Hennessey, dialogues, and a musical charade.

Medals for general merit were bestowed upon Misses Catharine Hennessey, Catharine Baldwin, Catharine Curtis, Mary Frost, Mary Martin, Mary Lochard, Caroline Campbell, Alice McChan, Julia Adelson, Clara Stevens, Mary Dorgan, Ella Bemis, Mary Drew, Mara Greeley, Mary Siebert, and Ida Dunphy. Diplomas were given to 17 graduates: Commissioner Klamroth made an interesting address to the pupils, and was followed by John W. Greaton.

Item:—Of the twenty graduates of the N. Y. University, seven intend to study law at the University Law School, four are civil engineers, three or four will study medicine, and the rest are to go into mercantile life.

THE following beautiful sonnet dedicated to Miss Caroline F. Whiting, Principal of F. D. G. S. No. 14, on the fortieth anniversary of her labors as a teacher, by Wm. Oland Bourne, was recited by the author at the notable re-union of which mention was made in the last issue of the JOURNAL.

Long hast thou labored in thy love of Youth,  
In joyous service for the young and fair,  
And now thy years their golden fruitage bear,  
For thou hast sweetly taught immortal Truth;  
Thy lessons have been breathed in earnest hope—  
Thy toil made lighter by the Angel-hand  
That leads the pilgrim up the mountain-slope  
Where on the summit they victorious stand:  
And 'mid the teachings of thy well-spent years,  
Of hope, and trust, and love—of duty's call—  
Of purity and peace—among them all,  
Radiant and pure thy faithful life appears!  
May blessings countless on thy path be shed,  
While grateful Memory wreathes her laurels round thy head.

## FORT WASHINGTON COLLEGIATE INSTITUTE.

At the closing exercises, Inspector Perkins presided, and made an excellent address. He said that if they desired happiness they must seek it by being good. His remarks were listened to with close attention. Rev. Dr. Braur also made an address. The exercises were in French, German, Spanish and English.

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## E STEVENS INSTITUTE COMMENCEMENT.

THE large audience chamber of the Stevens Institute was occupied on the evening of the 14th by friends of the institution. Excellent music was furnished by the Seventh Regiment Band, of New York. At 8:30 o'clock Governor Bedie was conducted to the platform by Mr. S. B. Dod, who then opened the proceedings with a fervent and fitting prayer. Prof. Henry Morton, President of the Institute, delivered the introductory address, in which he briefly reviewed the changes in, and progress of education through the ages from physical to mental, and the bold science and art have taken and maintained in the latter.

Three abstracts of these were read—one on a design for a Fifty-ton Floating Derrick, by Adolph Sorge; another on the Theory of the Traction of Locomotive Engines, by James E. Denton; and third on Heating and Ventilating, by J. Hector Fezandie.

The addresses to the graduating class, by Prof. Thurston, was a splendid effort, replete with sound common sense and the best advice, and was the speech of the evening.

Mr. S. B. Dod then awarded the following diplomas and the audience dispersed: Valentine Bachmann, Ky., Flouring Mills; Jas. E. Denton, N. Jersey., Theory of Traction of Locomotive Engines; J. Hector Fezandie, N. Y., Heating and Ventilating; Theo. Koezly, N. Y., Sugar Refining; Frank M. Leavitt, N. J., Design for an Overshot Water Wheel; Adolph Serge, N. J., Design for a 50 Ton Floating Derrick; Geo. Barry Wall, N. J., Wire Rod Rolling and Wire Drawing; Yockichi Yamada, Japan, Design for a Turbine Water Wheel.

IT is generally known among his most intimate friends that Mr. E. E. Whitemore, one of the teachers of vocal music in the Chicago schools, proposes to sever his connection with them at the close of the present school year. This will be a great loss, a loss which probably will be never made good. The music teachers in America who possess the musical knowledge and taste, the skill and force, the personal magnetism, the ingenuity, and whatever other elements are necessary to make the successful instructor, may be counted upon the fingers of one hand. Well did Geo. F. Root, himself a teacher of unusual ability and of long experience, and an author of world wide reputation, say that Mr. Whitemore's teaching was "a revelation" to him. Mr. W. is a born musician. A student of Lang on the piano of Buck on the organ and in harmony, a composer of no pretensions but of exquisite taste, he has left an impress upon the schools of Chicago which will take years to efface. The ten years of work which he and Mr. Blackman have given to music in Chicago, have placed our schools second to none in the country. The amount of labor done by these two men is simply incredible; and one of its results is the seriously impaired health of Mr. W., which compels the present step. He will be followed in his retirement by the hearty good wishes of hundreds of teachers and thousands of pupils, who wish him abundant success as he returns to his piano.—*Chicago Teacher*.

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## NEW YORK BOARD OF EDUCATION.

The Board met July 7.

*Present.*—Commissioners Neilson, Baker, Beardslee, Dowd, Fuller, Halsted, Herring, Jenkins, Kelly, Klamroth, Lewis, Traud, West, Wetmore, Wood, Matthewson, Kelly. *Absent*—Vermilye, Seligman, Man, Townsend.

## COMMUNICATIONS FROM TRUSTEES.

Communications were received from the school officers of 21st Ward asking for \$5,82, for heating apparatus; from 19th Ward for \$6,490 for do.; from 16th Ward for \$922 for do.; from 15th Ward for \$5,502, for do.; from 10th Ward for \$6,950, for do.; from the 9th Ward for \$500, for do.; from 8th Ward, for \$27,555 for altering G. S. 38; from the 2nd Ward, \$600 for heating apparatus; from the 22nd Ward relative to purchasing a site on W. 56th street. All to Finance.

From the Trustees of the 21st, 18th and 13th Wards to excuse absences of teachers. To Teachers.

From the 15th Ward, relative to purchasing a site. To Sites.

From the 17th Ward submitting lease of 15 and 17 Third street. To Buildings.

From Trustees of the 22nd Ward, nominating Mr. Sandford G. Plumb as principal of male evening school, and Messrs. Hoffman, Phelps, Van Everen, Thompson, Hendrickson, Banks, Mayer, Wasserchied, Donnell, Bourguin, Paine, Brown and Misses Cogan, Carthy, Daly, as assistants.

Also Miss E. T. Hanaway as principal of the female evening school, and Misses Beck, McGean, Curtis, Bernholz, Root, Burnette, Parsells, McSorley and Mrs. Dunn, as assistants.

From the Trustees of the 17th Ward, nominating for M. D. G. S. 13, Henry C. Litchfield as Principal, and Messrs. J. R. Pettigrew, R. J. Peterson, C. R. Stroh, R. L. Swezey, J. W. Donaldson, Jas. B. Richards, M. M. Rosenblatt, C. R. Sullivan, J. Brady, P. O. Ryan, C. Sullivan, and Misses M. E. Tripp, F. E. Wiley, E. A. Mead, J. L. Crinnion, C. A. Howard, M. A. Smith, M. E. Smith, A. J. Walker, and Messrs. G. C. Hessett, P. H. Grunenthal, C. A. V. Ramdohr, F. Rother, H. H. Raven, C. H. Schaffer, A. Baumgarthen, as assistants.

Also for F. D. G. S. 19, nominating Miss S. E. Buckbee as principal, and Misses M. A. McCanary, M. E. Flinn, E. Hendrickson, M. Mahoney, E. A. Haughey, H. F. Geaney, O. McDowell, S. A. Ryan, J. A. Moran, H. J. Baulch, A. Buckbee, E. Mungasser, as assistants.

Also for M. D. G. S. 25, for principal, R. H. Pettigrew, and for assistants, Messrs. P. H. Beemer, E. G. Johnson, M. H. Morse, E. O. Hopp, E. Althaus, G. Alexy, and Misses M. J. Price, E. E. Smith, M. A. Lynch, as assistants.

From the Trustees of the 13th Ward, nominating for principal, Mrs. C. J. Belzer, and for assistants, Misses K. L. Gaynor, M. C. Finn, E. Westphal, M. Boyle, S. E. Bucken, M. A. Thompson, I. Campbell, E. Dunn.

From the Trustees of the 10th Ward, nominating for M. D. G. S. for principal, R. B. Maclay, and for assistants, Messrs. E. D. Farrell, W. L. Gaddis, H. M. Farrell, H. M. Stern, Janssen, Shimer, Hunter, Hahn, and Blanchard, and Misses H. R. Phillips, L. Folger, E. V. H. Maxwell, M. H. Brennan, A. Kammerer, E. Hook, Lynch, C. Curtin, Jones, Edwards, Mrs. G. L. Coombs, and I. A. Everitt.

From Messrs. Gorsch and Dennerlein, Trustees of the same Ward, protesting against the nomination of R. B. Maclay as principal, and naming in his stead, J. Frank Wright.

From the 9th Ward, nominating for principal Oscar P. Howe, and for assistants, Misses E. Knickerbocker, S. W. Randall, T. D. Camp, O. Kuphall, C. W. Nammack, F. J. Worcester, W. Anderson, J. Murray, and Misses G. Ferguson, S. V. Walsh, C. E. Moore, J. Carpenter.

From the 8th Ward, nominating for principal, Miss Kate O'Hara, and for assistants, Mrs. P. Hart and Misses A. M. Dalton, M. Scanlan, J. Blackstock, G. Dugan, I. Breen, S. Wild, and Mrs. M. C. Healey. All to Evening Schools.

From the Trustees of the 6th Ward, protesting against the action of the Board (in denying their requests to transfer the principal of P. D. G. S. 23 to another school) and asking a reconsideration. To Teachers.

## MISCELLANEOUS COMMUNICATIONS.

From the Mayor, asking for estimates for 1876, and asking for economy, &c. To Finance, etc.

From Board of Estimate and Apportionment, notifying of a transfer of \$4,477, and \$50,000 to other funds. On File.

From the American and Foreign Christian Union, protesting against appropriating school moneys to the parochial schools. To Conference.

From the citizens of Harlem, for establishment of colored school. To Colored Schools.

From Miss Frank, appealing from action of Trustees of 18th Ward in dismissing her. To Teachers.

From L. M. Harned, to be appointed a Truant Agent. To By-Laws.

From J. Trall, to have his Tellurian put among list of supplies. To Course of Study.

From citizens of the 22d Ward, asking for increased school accommodation for G. S. No. 9. To Buildings.

From the Inspectors and Trustees, in relation to the SCHOOL JOURNAL. To Course of Study.

From Prof. F. Salmon, for appointment as musical instructor. Course of Study.

From the Superintendent of Truancy showing that from June 17 to July 21, 155 cases had been investigated. Kept from school by various causes, 339; Residence unknown, 193; Placed in school, 557; Committed by Police, 4; Withdrawn, 62.

The discrepancy between the number of children reported by the City Superintendent and the Police returns arises from the fact that the former includes children between the ages of 4 and 21 years while the Police returns includes those between 8 and 14.

ALEXANDER M. STANTON.

Com. Wood sent in a resolution asking that the clerk give the Board the amount of money paid to the Principals, Vice Principals and assistant teachers in each of the Male Female, and Primary Departments respectively in separate classes, also the number of boys and girls in separate classes attending April 1, 1875. Adopted.

Commissioner Wood sent in a resolution in reference to a report by the Committee on By-Laws, made during last year concerning a petition complaining of houses of prostitution in the immediate vicinity of G. S. No. 10, stating that no effective steps appear to have been taken to put a stop to their existence occurring in the vicinity of G. S. No. 10, G. S. No. 8, G. S. No. 38, and colored school, No. 2; and that as a select Committee of Assembly of this State is now in session in the city, that the committee on By-Laws be appointed to appear before it and lay the facts before them. Adopted.

The Auditing Committee recommended the payment of sundry bills. Adopted.

The Committee on Course of Study recommended that Brinkerhoff and Dunhill's slated globes be put on list of supplies. Adopted.

The Committee on Buildings recommended re-hiring premises for P. D. G. S. No. 62 in 23rd Ward. Adopted.

Also to re-hire premises cor. Av. D, and 10th street. Adopted.

Also to advertise for repairs and new furniture for rear rooms, G. S. 42. Adopted.

Also referring application for Primary School for 23rd Ward to Finance Committee.

The Committee on School Furniture recommended to authorize Trustees to advertise for furniture for premises cor. 10th street and Av. D. Adopted.

Also recommended Finance Committee to appropriate \$150 to fit up Trustees' room in 12th Ward.

The Committee on Normal schools recommended that "All female teachers holding licenses shall attend the Saturday sessions of the Normal College until they shall have had two years practical experience." To By-Laws.

The Committee on Normal Schools sent in a statement that the Normal and Model Schools had cost, with furniture, \$540,000, and asked the Board to take into consideration whether said buildings should not be insured, and Babcock Fire Extinguisher be placed on each floor. To Finance.

The Committee on Nautical School recommend certain amendments to by-laws for said school. To By-Laws.

The Committee on Colored Schools ask for \$1,800 for repairs. To Finance.

The Committee on Supplies sent in a report as to bids for coal for the schools, giving the contract to James D. Learey, at \$6.52 for furnace, \$6.67 for stove, \$7.08 for egg, and \$6.12 for nut coal. Adopted.

The Finance Committee recommended to appropriate \$1,800 to repair colored schools. Adopted.

The same Committee recommended the Committee on Warming and Ventilation be authorized to make a contract with Mr. J. Neal for heating apparatus for 128th street school. A debate arose and Commissioners Fuller and Herring rose to explain their votes. It was referred to Finance and By-Law Committee to see if there is power so to make the contract.

The same Committee recommended appropriating \$2,300 for heating apparatus for G. S. 65. Adopted.

The same Committee recommended appropriating \$15,284 for heating apparatus for Building on Thomas Avenue. Adopted.

The same Committee recommended appropriating \$338 for extra work on G. S. 65. Adopted.

The same Committee recommended appropriating \$500 for outside doors for Normal College. Adopted.

The Committee on Teachers recommend not to appoint Messrs. Sprague and Bixby as principals of G. S. 66 and 67 respectively. Adopted.

Commissioner Wood called up his resolutions to divide the Commissioners in 21 groups to visit the schools, which was adopted. It arranges the schools into groups, and the arrangement proposed goes into effect in December next. The present plan remains in force until then.

Commissioner Herring moved to take from the table the report of Committee on Course of Study in relation to Music. He said that he wished to say but a few words. Music was flowing in through the windows and harmony should reign within, and he believed it did. A committee had visited the city of Boston, and had made a report. The present plan was a farce; it had no method in it. The proposed plan would give the power to read music with certainty. It would cost about \$20,000, and this amount will be expended in a manner that will produce definite results. If such a plan cannot be adopted, he would prefer that music should be given up entirely.

Commissioner West doubted whether the Board had the power to appoint the directors proposed. He moved that the salary of the Superintendent of Music be \$3,000 instead of \$4,000.

Commissioner Wood said he knew little about music, except that he knew when it was well performed or not. He believed the one to be placed at the head of it, should have a proper salary; one due to his position. As to cost, it would cost but \$2,000 to \$4,000 more than the present system which brings forth no results.

Commissioner Fuller said music was an important feature. He did not think the present teachers were competent. In many schools the sounds were frightful to hear.

Commissioner Herring said that the teachers would be taught by the assistant directors and fitted to perform their duties. He proposed the salary should be \$3,500 instead of \$4,000, for the musical superintendent.

Commissioner West thought it best be left over, as but a small part of the Board was present.

The salary was, on further debate, fixed at \$3,500.

Commissioner Patterson called for a division. Lost. He said there were many defects in the law, and desired it to be laid over.

Commissioner Jenkins said a necessity existed for systematizing the instruction in music, it was only taught by rote at present. Good music tended to refine and improve the mind. We now pay \$20,000, and we think with about the same sum we can teach the children to read music intelligently.

Commissioner Herring said that this report had been conceived in liberality; much labor and honest effort had been expended upon it. He moved to lay it on the table until the next meeting.

Commissioner Wood repelled with earnestness any insinuations that he had any motives for pressing the report, other than the need of making preparations for the changes proposed in the schools. Adjourned.

## COLLEGE OF THE CITY OF NEW YORK.

THE Annual Commencement took place at the Academy of Music. President Webb presided. There were present many of the trustees of the college, and other eminent gentlemen.

ORATIONS.—Salutatory, second honor, R. Burk; "The East and the West," fourth honor, P. Alexander; "Mind and Money," N. S. Spencer; The Power of Truth," third honor, D. P. Mahoney; "Extreme Liberalism," A. Goldsmith.

DISSERTATIONS.—"The Spirit of Change," L. Werner; "The Cathedrel," W. B. Tuthill; "Italian Art," H. E. Jenkins; "Wealth vs. Birth," C. S. Witherstine.

First Honor Oration.—"The American Gentlemen," H. Crawford.

There were 31 graduates, to whom President Webb presented diplomas, accompanied by a brief address. Prof. Doherty read the awards for declamation. Prizes were given to James M. Smith and Paul Krotel. For greatest proficiency in studies—a gold medal to W. E. Daw, a silver medal to H. Crawford. To the best mathematician—a gold medal to H. Crawford, a silver medal to P. Alexander. For best scholarship in history—a gold medal to L. S. Buchard, a silver medal to S. H. Hunt.

## COLORED SCHOOL NO. 4.

This school in West Seventeenth street, held an interesting reception on Tuesday afternoon. William Dowd presided. The house was well filled and the exercises were interesting; the music was especially pleasing. Henry Flipper, a West Pointer from Atlanta, Ga.; Rev. H. D. Gaunet, Rev. R. Atwell, of St. Philip's Church, Savannah, and W. Bill, were on the stage.



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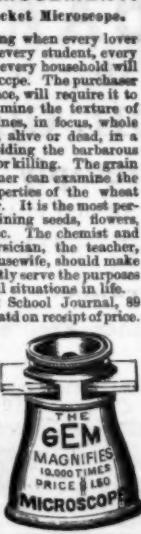
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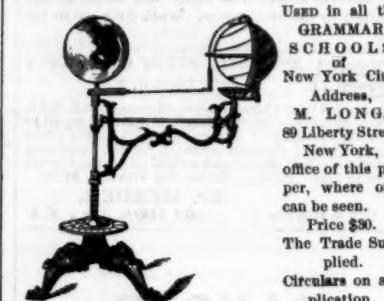
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